

Human Resources Management
College of Humanities and Social Sciences
California State University, Fullerton

Human resource management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them.¹

University of Minnesota

CATALOG COURSE DESCRIPTION

Civil service and the merit system; recruitment procedures and examinations; position classification, salary structures, retirement plans, in-service training, employee organizations and personnel supervision. Examples and cases from the criminal justice field. Emphasizes themes and topics from criminal justice. (POSC 422 and CRJU 422 are the same course.)

PREREQUISITES

Political Science/Criminal Justice 320: *Introduction to Public Administration*.

Note: I cannot allow anyone to remain in this course without satisfying the necessary prerequisites. You will not be successful without a solid foundation in public administration.

COURSE TOPICS

This is a course in human resources management (HRM) in the public and non-profit sectors. We will discuss outsourcing, planning, implementation, evaluation, ethics, and the problems and implications associated with the notion of strategic human resources management (SHRM). We will cover federal equal employment opportunity laws and other employee protections as well as the management of a diverse and ever-changing workforce that must interact with and is often a part of a constantly evolving society comprised of a dynamic, outspoken, and sometimes unforgiving citizenry. Once we have a solid foundation, we will go into more depth, covering job analysis, recruitment and selection, compensation, benefits, training and career development, performance management, labor relations and collective bargaining in the public and non-profit sectors, and volunteering.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

The course objectives and student learning outcomes of this course are to 1) understand the broad, unifying themes in human resources management from an interdisciplinary perspective, which includes criminal justice, political science, public policy, psychology, information technology, and behavioral science (among others), 2) comprehend the various legal aspects of

¹ <https://open.lib.umn.edu/humanresourcemanagement/chapter/1-1-what-is-human-resources/>

human resources, 3) become knowledgeable in the progressive nature of diversity in the workplace, 4) understand civil service recruitment procedures, examinations, job classifications, salary structures, benefits administration, and retirement plans, 5) understand and appreciate employee organizations, labor relations, collective bargaining, and memorandums of understanding (MOUs), and 6) demonstrate an ability to synthesize and apply various human resource-related theories, knowledge, and practices by communicating effectively both orally and in writing.

INSTRUCTOR: DR. MICHAEL D. FALKOW, PMP (BIO ATTACHED)

Office: LH-408C

Office Phone: TBD

Cell Phone: (714) 875-1875 ← Best Number to Reach Me!

E-mail: mdfalkow@fullerton.edu

Office Hours: Mostly likely Mondays after class from 1:00 p.m. to 2:00 p.m. (*exact time to be determined, as I share an office*) and by appointment (in-person or via Zoom). I will also be on campus most Saturdays, as I teach a graduate computer science course from 9:00 a.m. to 11:45 a.m. As such, I will likely have office hours immediately after that class. The best way to reach me, however, is through e-mail, as I check it very frequently every day. You can also contact me on my cell phone during working hours (approximately 8:00 a.m. to 5:00 p.m. Pacific Time). **Text messages are preferred.** Be sure to let me know who you are and which class you are in when you text me!



CLASS INFORMATION

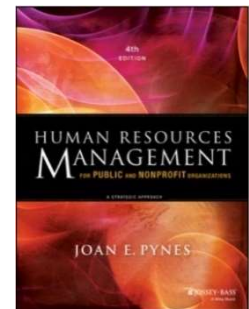
Course: POSC 422-01 (17930) & CRJU 422-01 (17931)

Room: Humanities 412

Meeting Times: Mondays and Wednesdays, 11:30 a.m. to 12:45 p.m.
(No class on Monday, 9/6/21, Monday, 11/22/21, or Wednesday, 11/24/21)

Textbook: Pynes, J. (2013). *Human resources management for public and nonprofit organizations a strategic approach* (4th ed.). Jossey-Bass. ISBN: 978-1118398623

Course Materials: I will introduce additional reading assignments (e.g., journal articles, news articles, government documents, academic papers, etc.) throughout the course. Typically, I will provide them via hyperlink, a PDF file, or a citation you can use to find the item electronically in the CSUF Pollak Library. As a student, you should not have to pay for articles. If you have not used the library to search, find, and download articles, I urge you to do so as soon as possible.



Lecture Materials: PowerPoint slides, handouts, etc., will be provided via Canvas.

ATTENDANCE, CONDUCT, AND CLASS PARTICIPATION

This is an upper-division, undergraduate-level course that is being delivered in-person. Class attendance is required and will be tracked. Students are expected to read the material assigned prior to the lectures and discussions for that week.

Conduct in Class

The past 18 months has been especially difficult for many of us. For some people, the toll taken by the global pandemic caused by the COVID-19 virus has been especially harsh, and our hearts and prayers go out to all those whose families and loved ones were and are still being impacted. Coupled with that, we have witnessed some of the most trying and turbulent times modern society has faced in a generation. With that said, and even though better times are hopefully on the horizon, we are still in a delicate period where emotions have been worn thin, and the wounds of divisiveness are still fresh. It takes little to ignite fury among once civil individuals.

Some of the content of this course may elicit strong personal beliefs and convictions that are diametrically opposed to someone else's perspectives, not to mention the fact we are returning to in-person classes on campus. In the academic environment, especially when engaged in spirited academic discourse, I expect each one of you to respect one another and the varied opinions we all have. I do not expect you to always agree with one other—in fact, I guarantee you will disagree with someone (including me) at some point during the semester. That is completely fine and totally expected. While I have no expectation that anyone will exhibit anything less than complete professionalism, I will not tolerate under any circumstances personal criticisms (e.g., *ad hominem* attacks) of any sort, as it stifles discussions and limits the free exchange of ideas. ***Any obnoxious or offensive behavior will result in your immediate expulsion from the class, and you will need to meet with me before I will consider allowing you to return.***

This should not be construed in any way to limit the free exchange of ideas, thoughts, and perspectives. Furthermore, it is not intended to create an artificial environment where people feel that they can only say what is thought to be deemed acceptable for fear of being graded negatively. **I will not grade anyone negatively for expressing an opinion that differs from mine.** Moreover, I may pose questions where I am intentionally trying to promote a discussion opposing my viewpoint. So, please do not think disagreeing with me or anyone else will count negatively against you; it will not! I am merely directing you to be thoughtful, respectful, and courteous at all times. 😊

A quick note...While “free speech” is a right afforded to us by the First Amendment to the U.S. Constitution, it is a limited right and not an absolute one—just as you cannot yell “fire” in a crowded theater or say in a public forum that you intend to harm an elected official. This means your ability to express this right can and will be limited in the classroom if I deem it necessary. If someone says something you vehemently disagree with, and you cannot have a cordial academic exchange, I recommend that you respond with something such as, “I respectfully disagree with your position” and say no more. We will use this response to gracefully end a conversation before it potentially spirals out of control. This is an institution of higher learning, and it should be

considered a safe space to allow the free exchange of ideas and perspectives. At the same time, in public government-related jobs and law enforcement, especially in human resources, you will undoubtedly encounter people who will disagree with you (sometimes intentionally just to 'get under your skin'). As such, learning how to effectively deal with them is an essential skill.

Finally, I expect that you will ask questions when you do not understand something. I will never reprimand you for asking a question or sharing a thought that follows the above guidelines, and I expect that each of you will extend this same courtesy to your peers. If you do not feel comfortable asking a question in class, you may certainly communicate with me privately after class, during my office hours, or via e-mail/text. **Thank you!! 😊**

COURSE REQUIREMENTS, GRADING POLICY, AND CLASS SCHEDULE

Please take note of the course requirements, grading policy, and class schedule.

Course Requirements—Evaluation Categories	Weighted Value
Attendance and Participation	10%
In-Class Small Group Discussions	10%
Case Analysis	10%
Term Paper	10%
Midterm Exam	25%
Final Exam	35%
Total	100%

Attendance and Participation (10% of the Course Grade)

By now you have developed excellent time management skills and fully understand the value of preparing for class each week (e.g., the expectation is about 2-3 hours per week for each unit of coursework). Coupled with this outside preparation, students who attend class regularly find themselves well-prepared for exams (and unannounced "pop quizzes"). As such, I will pass around a sign-in sheet at some point during the lecture. It is your responsibility to notify me if you miss class because of an illness or other extenuating circumstance at your earliest convenience, providing documentation only if requested. **Also, in accordance with the University policies in effect regarding COVID-19, please do not come to campus if you feel sick or are exhibiting any symptoms.** This will help protect everyone's health and wellbeing, including yours. Finally, as a senior-level, undergraduate course, I fully expect the lectures coupled with the weekly readings and any outside research will easily stimulate active discussions, so please speak up during class. This evaluation category accounts for 10% of your course grade.

In-Class Small Group Discussions (10% of the Course Grade)

Periodically, I may divide you up into small groups and pose a question. Your group will discuss the question for a few minutes, choose a speaker for the group, and provide a response to the class for us to discuss. Leaders/speakers should rotate.

Case Analysis & Term Paper (Each is 10% of the Course Grade—20% in Total)

You will be expected to produce a written case analysis and a term paper during the course. Each item accounts for 10% of your course grade. Both deliverables should be approximately 2,000 to 2,500 words not including a title page, references page(s), footnotes, or graphics, which is about six (6) to seven (7) pages long, double-spaced (be sure to check your Microsoft Word settings to be sure no additional spacing is included between paragraphs, which is often a default setting), using a 12-point, Times Roman-based font with standard one-inch margins all around. Please be sure that each document does not exceed 2,500 words. You are to use **APA 7th Edition** formatting (e.g., not MLA or any other format).

The **case analysis is due on Saturday, October 30th**, and the **term paper is due on Saturday, December 4th**. The topics will be discussed in class, and I will distribute a grading rubric and detailed submission requirements around Week 4 or 5. **Generally speaking, both papers must be your own individual work and are to be submitted via Canvas in Microsoft Word format (e.g., no PDF, XPS, TIFF, etc.—only Microsoft Word) by 11:55 p.m. (Pacific Time) on their respective due dates. Late papers will not be accepted**, so plan accordingly and please do not wait until the last minute only to realize you are having a problem submitting your assignment!

I will process your deliverables through a plagiarism checker. All reference material used must be properly cited using APA format. **Plagiarism is a serious offense, and it will not be tolerated.** Please refer to the section on *Academic Dishonesty* later in the syllabus.

Midterm Exam (25% of the Course Grade) and Final Exam (35% of the Course Grade)

I will administer two (2) exams during this course—a midterm and a final. Both exams will be in-class and closed book. Each exam will consist of short answer questions and essay-style questions. While I expect well-crafted and cogent responses that adequately cover the material up to that point in the class, I will not grade down for grammar. I do, however, need to be able to read it (e.g., handwriting should be legible and sentence structure should be reflective of an upper-division college student).

The exams are not collaborative (e.g., you must do your own independent work). Anyone caught cheating will be dealt with as specified in the section on *Academic Dishonesty* discussed later in the syllabus.

Note: The final exam is NOT cumulative per se, but you will have to incorporate concepts, ideas, and theories from the entire course.

Late Policy or Make-up Exams

Given the generous timeframes for deliverables, late submissions will not be accepted without a **valid and documentable excuse such as a serious illness, death in the family, or other equally compelling reason you were not able to upload your paper on time (you should notify me as soon as possible of the issue so we can discuss its impact)**. If you miss an exam due to unforeseen circumstances like the ones previously noted, you must notify me as soon as practical to discuss the situation. **If you are late to an exam, I cannot provide you with additional time, so please plan accordingly.** **All excuses are subject to verification and validation, and my decision is final.** Without a valid excuse, you will receive a score of zero for any late deliverable or missed exam.

Extra Credit

Please do not ask, “Is there extra credit?” In my experience, when there are extra credit opportunities, students will spend more time trying to earn the extra credit points than they will working toward earning the primary points in the class. As such, there is no extra credit in my classes. Also, please do not ask me for extra points because you are borderline, facing academic probation, etc. You have many opportunities to earn points in the course. I follow general rounding policies as far as grades are concerned (see *Grading Policy* below).

Grading Policy

The following illustrates how letter grades equate to percentage-based scores where \geq indicates the range minimum:

A+	$\geq 98\%$	B+	$\geq 87\%$	C+	$\geq 77\%$	D+	$\geq 67\%$	F	$< 60\%$
A	$\geq 94\%$	B	$\geq 83\%$	C	$\geq 73\%$	D	$\geq 63\%$		
A-	$\geq 90\%$	B-	$\geq 80\%$	C-	$\geq 70\%$	D-	$\geq 60\%$		


When calculating your final course letter grade, I will **round** fractional grade calculations at the tenths position (e.g., an 86.5% will become an 87.0 or B+, but a 93.49 is still an A-). **Please do not ask me to give you a higher grade at the end of the semester because you are on or in danger of being on academic probation or you are trying to keep a certain GPA! Plan early and score as many points as possible.**

Note: Criminal Justice majors or minors must earn a C (e.g., $\geq 73\%$) or better for the course to count toward your degree or minor. Also, I may, at my discretion, issue a grade of incomplete (“I”) if unforeseeable circumstances prevent you from completing the course requirements within the normal semester—you **must contact me prior to the end of the semester** to discuss this possibility.

While I do not expect this, if necessary, grades may be assigned by considering your performance relative to the class’s overall performance (e.g., a curve), especially if the class average is low on a test or deliverable. **There is no guarantee of a curve; however, I will not curve downward—if every does extremely well on a particular test or deliverable, then everyone earns their high grade (e.g., there are no grade quotas).**

Class Schedule

As mentioned, this is an undergraduate-level, lecture- and discussion-style course being conducted in-person. The following is the tentative lecture and activity schedule. I will make every effort to adhere to this schedule, but I reserve the right to make modifications during the semester. **Under no circumstances will I change a due date making it earlier than what is listed.** To view the official CSUF Academic Calendar, please visit <https://apps.fullerton.edu/AcademicCalendar/> (be sure to select the Fall Semester 2021).

Week	Mon & Wed	Tentative Lecture and Activity Schedule
Week 1	8/23 & 8/24	Course Introduction, Overview, Syllabus, and Warm-up
Week 2	8/30 & 9/1	Introduction to Human Resources Management Readings: Pynes, Chapter 1
Week 3	9/8 (no class 9/6)	Strategic Human Resources Management Readings: Pynes, Chapter 2
Week 4	9/13 & 9/15	Public Sector Jobs Readings: Pynes, Chapter 5
Week 5	9/20 & 9/22	Selection and Hiring Readings: Pynes, Chapter 6
Week 6	9/27 & 9/29	Compensation and Benefits Readings: Pynes, Chapters 7 & 8
Week 7	10/4 & 10/6	Diversity, Equity, Inclusion and Workplace Protections Readings: Pynes, Chapters 3 & 4 <i>(Midterm Review)</i>
Week 8	10/11	
	10/13	
Week 9	10/18 & 10/20	Investing in Human Capital Readings: Pynes, Chapter 9
Week 10	10/25 & 10/27	Performance Management and Appraisals Readings: Pynes, Chapter 10
Case Analysis Due—Saturday, October 30th by 11:55 p.m.		
Week 11	11/1 & 11/3	Organizational Justice Readings: Klingner et al., Chapter 13 <i>(will be provided)</i>
Week 12	11/8 & 11/10	Labor Relations, Collective Bargaining, and MOUs Readings: Chapter 11
Week 13	11/15 & 11/17	
Week 14	11/22 & 11/24	No Classes—Fall Recess
Week 15	11/29 & 12/1	The Importance of Volunteers Readings: Pynes, Chapter 12 
Term Paper Due—Saturday, December 4th by 11:55 p.m.		
Week 16	12/6 & 12/8	Special Topics in Human Resources and Final Exam Review
Finals	12/15	Final Exam (11:00 a.m. to 12:50 p.m. in Humanities 412)

ACADEMIC DISHONESTY

With the exception of any collaborative-based research, it should go without saying that I expect you to submit work that represents your efforts and not the efforts of anyone else without proper APA citations. Academic dishonesty intended to gain an unfair academic advantage, such as plagiarism, cheating, purchasing papers or hiring someone to produce an assignment, extensive editing by another person beyond structural/mechanical assistance, or falsifying academic records will result in an automatic grade of **F** for this course. Repeat offenses may have more severe consequences, up to and including expulsion from the University.

The following excerpt comes from the University Policy Statement on Academic Dishonesty (UPS 300.021): http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.021.pdf

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Keep in mind that academic dishonesty could also involve the following:

- Having a tutor or friend complete a portion of your assignments.
- Having a reviewer or proofreader make extensive revisions/rewrites to an assignment.
- Copying work submitted by another student who may have taken this course before.
- Purchasing a paper or using material from a 'paper mill' or essay writing service.
- Using information from online information services without proper citation.
- Submitting a paper where you have largely used the ideas and perspectives of another author even if you give credit to that author (e.g., you find a paper that nearly matches what you want to write about, so you follow that author's reasoning and simply restate those ideas in your own words).
- Submitting work product, edited or otherwise, for two different courses without permission from both professors involved.
- Using any external sources during an in-class exam without permission. This includes excusing yourself to use the restroom and then looking something up or asking for assistance while outside the classroom.

See also California State University Regulation – Section 41301: Standards for Student Conduct.

When in doubt, please ask me!

OTHER IMPORTANT INFORMATION

President's Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery at <http://coronavirus.fullerton.edu/>. Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, (<http://coronavirus.fullerton.edu/messages/presidents-directive-no-22/>), which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures..
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who test positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form (<http://coronavirus.fullerton.edu/report-covid-19-case-or-exposure/>).

CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19.

Prior to arriving on campus and before entering class, you should conduct a personal health screening (<http://coronavirus.fullerton.edu/mandatory-health-screening/>) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation or completion of the course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat,
- Wear a facial covering that covers both your nose and mouth (e.g., masks or face shields),
- Always cough or sneeze into your elbow or tissue,
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

Instructor Absence and Other Significant Impacts

I will do everything in my power to make it to class on-time or notify you in advance if I cannot attend a class session or my scheduled office hours. If I do not show up for class by 15 minutes past the start time, something serious and unavoidable has happened, and as such, you can assume class has been cancelled for that session.

As we learned last year when the campus was forced to respond to the COVID-19 pandemic, we may find it necessary to adjust to or accommodate university-wide rules and regulations, including mask mandates, social distancing, stay-at-home orders, etc. I will use your campus-issued e-mail to communicate with you should there be a need to cancel class or deal with any other type of emergency or directive that significantly impacts the class.

Emergencies

For information on emergency preparedness topics, please visit this website:
<https://police.fullerton.edu/programs/prepare/>

In the event there is a local, regional, or university-based emergency preventing access to Canvas, such as a sustained power outage or system failure, I will adjust any impacted due dates. If the event is long-term, we will adhere to the direction of the University's administration.

Documented Special Needs

If you believe that you may need assistance from the Division of Student Affairs, Disability Support Services, they can be contacted at (657) 278-3112 or via e-mail at dsservices@fullerton.edu. Their campus location is Gordon Hall, Room 101. Please visit this website: <http://www.fullerton.edu/DSS/> for more information.

Writing Help

If you require help with writing assignments in this or any other course, please contact *The Writing Center* at (657) 278-3650 (Pollack Library North, First Floor). http://english.fullerton.edu/writing_center/

Counseling & Psychological Services (CAPS)

There are many stresses for busy college students! If you feel overwhelmed by your school, home, work, or other commitments, you are encouraged to contact campus Counseling & Psychological Services (CAPS) as soon as possible at (657) 278-3040. CAPS offers an array of services that are free to all enrolled students! <https://www.fullerton.edu/caps/>

Library

If you need help accessing databases and information at the library, contact a Librarian for assistance at <http://www.library.fullerton.edu/services/ask.php>.

Thanks! Let's have a great semester!

Hello and welcome. My name is Michael Falkow, and I will be your instructor this semester.

As far as my professional background and education are concerned, I am a bit atypical, as you will see. I have 30 years of hands-on software and systems engineering, project management, business development, and executive-level municipal administration experience. I spent 15 years in the area of document imaging and information management developing and implementing large-scale, enterprise-wide solutions across a wide array of industries and areas including financial services, mortgage lending, insurance, legal, medical, and government.

I retired from the City of Inglewood (home of the Los Angeles Rams, the Los Angeles Chargers, and the Los Angeles Clippers!) in December of 2018 where I spent 15 years. Since 2007, I served as the Assistant City Manager and de facto Chief Information Officer supervising directly or indirectly over 200 employees. Prior to that, I was the Director of Information Technology and Communications.

In my capacity as Assistant City Manager, I oversaw many departments and divisions including the Budget Division of Finance, Information Technology and Communications, Parks, Recreation and Library Services, Human Resources, the Successor Agency (formerly Redevelopment), and Parking and Enterprise Services. I also served as the City's Deputy Director of Emergency Services where I was responsible for the non-public safety aspects of emergency preparedness and disaster planning as well as the City's contract with the Los Angeles County Fire Department. These various roles in Inglewood afforded me the opportunity to work intimately with the elected members of the Inglewood City Council and other public officials (both inside and outside the city) and the city's Police, Public Works, and Finance Departments as well as the City Attorney's office and command-level members of the Los Angeles County Fire Department. I also served as the Advisor to the Inglewood Citizens Police Oversight Commission.

As Assistant City Manager overseeing Human Resources, I focused a significant amount of my time in labor relations and negotiating multi-year labor union and collective bargaining group contracts (e.g., Memorandums of Understand [MOUs]), dealing with employee benefit cost analyses, and designing and implementing alternative solutions to keep Inglewood financially solvent.

In March of 2013, I completed a Master of Arts degree in Security Studies (Homeland Defense and Security) from the United States Naval Postgraduate School in Monterey, California, where I received the outstanding thesis award for my thesis entitled, *Does Homeland Security Constitute an Emerging Academic Discipline?*

http://calhoun.nps.edu/bitstream/handle/10945/32817/13Mar_Falkow_Michael.pdf?sequence=1

In addition to my Master of Arts in Security Studies, I am a two-time alumnus from CSUF (Go Titans!), as I hold a Master of Science in Computer Science with an emphasis in Software Engineering (1994) and a Bachelor of Science in Computer Science, with a minor in mathematics (1990).

Also, from an educational perspective, since I love school as much as you all do, I recently completed my doctoral studies in policy, planning, and development at the Sol Price School of Public Policy at the University of Southern California. I successfully defended my dissertation entitled, *A Framework for Good Local Governance: Achieving Prosperity in an Increasingly Complex Environment* on September 2, 2020, and I officially graduated in December of last year.

<http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll89/id/385658/rec/1>

As far as collegiate teaching experience, I taught upper- and lower-division computer science courses here at CSUF back in 1993 and 1994 and undergraduate and graduate project planning and systems implementation courses online for the University of Phoenix as a part-time faculty member for three years from 2002 to 2004. I returned to CSUF in the Spring of 2014 and began teaching again part-time.

I primarily teach CPSC 548: *Professional, Ethical, and Legal Issues for Software Engineers*, which is a graduate-level ethics course for computer science and software engineering majors. I have also had the opportunity to teach several sections of first semester computer science (CPSC 120: *Introduction to Programming*). Finally, I also teach upper-division courses in political science (POSC/CRJU 320: *Introduction to Public Administration* and POSC/CRJU 422: *Human Resources Management*) for the College of Humanities and Social Science. So, as you can see, I am quite versatile and can cross-pollinate among multiple academic disciplines.

I am a former reserve police officer for the City of Inglewood, where I focused on large-scale events, high-tech, real estate, and white-collar crime, and homeland security-related initiatives. The training and experience I received as a reserve police officer significantly enhanced my career, as it allowed me to link the practical aspects of public safety and law enforcement with the practical aspects of municipal administration, technology, homeland security, and emergency preparedness and disaster planning.

As far as certifications, I have been a Project Management Professional® (PMP) since 2004, a Certified Document Imaging Architech™ (CDIA+) since 1998, and a Terrorism Liaison Officer (TLO) since 2011. I completed my California Public Employers Labor Relations Association (CALPELRA) Labor Relations Academy Masters Certification (CLRM) in July of 2014. Finally, I was a Red Cross Community Ambassador representing Inglewood, and I was on the Board of Directors of the CSUF Alumni Association for 2½ years from 2013 to 2015.

I am also an expert in personal finance, as you will see throughout the course when I incorporate this into our discussions. In this regard, I was a Registered Representative, where I held an active life, health, and disability insurance license through the State of California and my Series 6, 63, and 26 licenses with the Financial Industry Regulatory Authority (FINRA) and the Securities and Exchange Commission (SEC). I periodically teach financial literacy seminars and training workshops, which cover such topics as personal finance, wealth management, asset protection, retirement planning, taxes, and investing.

Besides enjoying the art of solving problems and getting people motivated to do the same, I enjoy public speaking and working with people, which are much less obvious given my heavy focus and strong interest in math, science, and technology. As far as hobbies and other interests, I enjoy collecting coins, playing with numbers, doing Sudoku puzzles, and writing (when I have time—not sure when that is!). You would think that I would have a lot of time on my hands being retired and done with my doctorate...nope! I seem busier now than when I was working 70 hours a week!

I have a lovely 21-year-old daughter who graduated in June of 2019 from UCLA with a degree in psychology and a minor in cognitive science...I could not get her to like computer science or public administration regardless of how hard I tried. LOL! She is currently in her second year at Chapman University working toward a Master of Arts in Marriage and Family Therapy.

Final Note:

A professor once told me that we can design our future if we always maintain a focus on what we genuinely want in life. “Do what you love, and love what you do.” Clearly, we have to make course corrections along the way based upon unforeseen obstacles and unexpected opportunities (sometimes not knowing one from the other), but the key is always making sure that the adjustments we make have value and help guide us toward the desired destination in some particular way. Be flexible, adaptable, and never let your motivation, determination, and commitment diminish.

I am here to help guide you, so do not be afraid to ask questions! Welcome back to campus and enjoy the semester! Feel free to visit my website at www.falkow.com for more information!